



## Sex and Relationships Education Policy

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### 1. Introduction

Stratford Girls' Grammar School is small enough for everyone to know everyone else, and relationships are built upon trust and mutual respect. There is a powerful sense of community and mutual support.

This policy was generated by key staff charged with the oversight and delivery of Sex and Relationship Education (SRE) within the school: the PSHE Coordinator, Assistant Head (Progress and Well-Being) and the Headteacher.

#### a. Definitions of Sex and Relationships Education (SRE)

SRE is an educational entitlement for children and young people and must build upon the best evidence as to what works. It should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self esteem to value themselves and others
- behave responsibly within personal relationships
- communicate effectively
- have sufficient information and skills to protect themselves from unintended/unwanted conceptions and STIs including HIV
- neither exploit others nor be exploited
- access confidential advice and support
- be aware of and enjoy their sexuality.

*Adapted from Sex Ed Forum 1999*

SRE gives pupils accurate information about sex and relationships and allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make good use of that information.

*Molly Potter 2004*

#### b. Justification and Legal Requirements

Effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people to learn to respect themselves and others and move with confidence through adolescence into adulthood.

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum science order.
- Parents/carers have the right to withdraw their children from SRE lessons.
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/AIDs.

The school sets sex and relationships education within a broader base of self esteem and responsibility for the consequences of one's actions. An inclusive approach and good teaching practice from a core team ensures that this is the case.

#### c. Dissemination, Monitoring and Evaluation

This policy is published to all staff members and governors and is available on the school website. The policy and programme are monitored and evaluated through staff assessment and discussion and SLT review.

## 2. Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work. The intended audience includes:

- staff
- parents/carers
- governors
- visitors to the school

This policy is referred to on the school website and parents are also informed of their right to withdraw their child from SRE lessons.

### a. Aims of the SRE Programme

Our school aims to achieve the outcomes of ECM (Every Child Matters), and to provide young people with:

- relationship skills that prepare them for the challenges of the teenage years
- opportunities to explore their own values and develop their own moral framework
- opportunities to understand and accept difference and diversity
- an understanding of their own bodies
- the ability to know where to seek help and advice
- high self esteem, self awareness and emotional health
- an awareness of the right they have over their own body
- the skills to be assertive
- good communication skills
- the skills to make positive informed choices (that reduce risk)
- the ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- the ability to take responsibility for and accept the consequences of their own actions
- the knowledge to reduce the risks to their own and the health of others
- the ability to understand the risks to health and well-being associated with teenage conception

### b. Values our school seeks to promote as a moral framework in which to teach

Our school teaches SRE within the following moral and values framework engendering:

- self respect
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- an awareness of the way others feel
- mutual support and co-operation
- honesty and openness
- the acceptance of the responsibility for and the consequences of personal actions
- the right of people to hold their own views within the boundaries of respect for the rights of others
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about sex and relationship issues

### c. Equal Opportunities Statement

We will strive to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

### 3. The SRE Programme

The programme was originally drafted by key staff who met with the Assistant Headteacher to consider wider consultation. Local and national guidance was considered. Consultation with staff, pupils, parents/carers, governors and external agencies took place. Details of the programme, its management and delivery are published on the website and any consultations are monitored to ensure provision meets current guidance and expectations. It has been regularly reviewed since.

#### a. Programme content

In KS3 and 4 pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. Year 9s also look specifically at Teen Relationship abuse. They learn the law relating to sexual behaviour; how to develop skills of assertiveness in order to resist peer pressure and stereotyping; about different sexualities; and how to access sources of advice and support and when and where to get help, such as from a sexual health clinic. Pupils learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently, seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered. Key features include:

Accessing help and support:

- local and national
- turning to trusted adults
- unplanned pregnancy – pregnancy choices
- emotional literacy
- confidentiality – in school and in sexual health services

Minimising risk in sexual encounters:

- knowing about STIs
- knowing that contraception exists and where to access sexual Health Services
- safer sex and its negotiation
- alcohol education
- considering real life situations eg parties
- peer pressure and influence – the normative approach
- challenging myths and misunderstandings

Empowerment to make positive and informed choices:

- considering rights
- raising self esteem
- exploring friendships
- being assertive in order to preserve well being

Challenging stereotyping and prejudice:

- challenging sexual stereotyping
- challenging homophobia
- considering media messages

Improving relationships:

- valuing friendships
- communication skills – conflict, negotiation, assertiveness, appreciation
- how to recognise teen relationship abuse

Helping pupils through the process of adolescence:

- the physical changes of puberty
- the emotional changes of puberty
- changing relationships

#### b. Resources

SRE resources are chosen and checked for age appropriateness and accuracy, for being up to date and inclusive, and to ensure that they provide positive, healthy and unbiased messages and promote positive values. They include the A pause resources, sessions on Teenage Relationship Abuse created by Women's Aid, and LGBT resources created by Rainbow Teaching. Staff from the British Pregnancy Advisory Service come in to school to talk to Year 12 students.

### **c. Organisation**

SRE is:

- embedded in the PSHE curriculum as part of the wider National Curriculum
- delivered through timetabled lessons
- enhanced through SMSC tutor periods
- overseen by the PSHE co-ordinator
- delivered by a core teaching team who are provided with resources

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Our school has a code of practice for using visitors to support the delivery of PSHE:

- such visitors are invited into school because of the particular expertise or contribution they are able to make;
- all such visitors are familiar with and understand the school's SRE policy and work within it;
- all input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- all such visitors are supervised/supported by a member of staff at all times;
- the input of such visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

## **4. Specific Issues within SRE**

### **a. Provision for pupils withdrawn from SRE lessons**

Parents/carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

### **b. Safeguarding Children Statement**

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns through the *Child Protection and Safeguarding Policy*. Any concerns or disclosures should be referred to the Designated Safeguarding Lead for Child Protection (CBH).

### **c. Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, this can never be guaranteed. If this person believes that the child is at risk or in danger, they should talk to the named Child Protection coordinator (CBH). For guidance on Confidentiality see *Sex and Relationship Education Guidance for Schools'* (Warwickshire Children's Services).

### **d. School access to Sexual Health Services**

Our school can refer pupils to Sexual Health Services when appropriate and has access to a school nurse who is qualified to:

- counsel young people on sexual health issues
- support the delivery of SRE through PSHE
- actively refer to other sexual health services.